

# Title Programs' Newsletter

August/September 2017



## SAVE THE DATES!

### Wednesday Café Webinars

2nd Wednesday of the month

1:30 pm CST

September 13, 2017

October 11, 2017

November 9, 2017

### 2018 National Title I Conference

February 8-11, 2018

Philadelphia, PA

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The South Dakota Guide to Inspiring Partnerships Between Home and School is a new tool developed to help build relationships between home and school and support educators as they work with families to support learning. Over 50 years of research shows that effective family school partnerships are key to successful academic achievement for students. The guide and the toolkit are available at the following link: <http://www.doe.sd.gov/title/toolkit/> Contact your Title Program representative with any questions regarding the guide and toolkit.

“Can your school be so welcoming, so inviting, and so comfortable that every person who walks through our doors believes they are about to have an amazing experience?”

Douglas Fisher, Nancy Frey, and Ian Pumpian

# K12 Mailing Lists

Just a quick reminder: There are many mailing list available for educators to help bring you information in your field or in areas of interest. Check them out by going to the K-12 Mailing Lists, on the K12 Data Center webpage:  
<http://www.k12.sd.us/MailingList/>



Join our Title I listerv today!

## August/September School Quotes

### **Six Year Old Student**

“My teacher thought I was smarter than I was – so I was.”

### **Eleanor Roosevelt**

“With the new day comes new strength and new thoughts.”

“The future belongs to those who believe in the beauty of their dreams.”

“No one can make you feel inferior without your consent.”

### **John F. Kennedy**

“Our progress as a nation can be no swifter than our progress in education. The human mind is still our fundamental resource.”

### **Theodore Roosevelt**

“It is hard to fail, but it is worse never to have tried to succeed.”

“Do what you can, with what you have, where you are.”

### **Malala Yousafzai**

“Let us make our future now, and let us make our dreams tomorrow’s reality.”

“Let us remember: One book, one pen, one child, and one teacher can change the world.”

“I will only miss school for an engagement if it is going to bring real change.”

### **Chinese Proverb**

A child’s life is like a piece of paper on which every passerby leaves a mark.”

## Title Conference:

# 2018 National Title I Conference

February 8 - 11, 2018

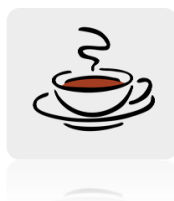
Philadelphia, PA

**For more information, please visit the**

**National Title I website: <http://www.titlei.org/conference>**

NOTE: If you were unable to attend our state 2017 Title Conference this summer or if you missed out on the handouts or PowerPoints from sessions, please take a few minutes to visit our website for links to many of the sessions:

<http://doe.sd.gov/title/conference.aspx>



**What:** The **Wednesday Café** is a monthly discussion and information networking session for those who work in our Title districts and schools.

**Who:** Our members are those who want to learn more about **Title Programs** and refresh their knowledge and hear from others in the field too. The webinars will be approximately 45-50 minutes.

**When:** Join us in 2017 on Wednesday afternoons, 1:30 CST

September 13

October 11

November 9

**Where:** The **Wednesday Café** takes place at your computer and we will visit via webinar.

*Remember to mark the days on your calendar and we will see you for coffee.*

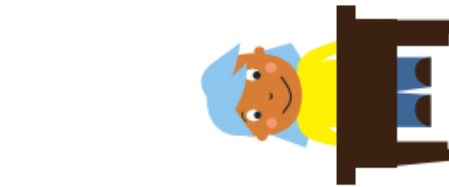
Topics of Conversation may include: Grant Management System (GMS/Consolidated Application), Family and Community Engagement, Targeted Assistance and Schoolwide Programs, Data, Changes under ESSA reauthorization, - What needs to be updated?, and other topics related to Title Programs.

**To sign up for the webinar:** <https://southdakota.gosignmeup.com>

On the left bar, look for and click on **Show All, Professional Development** and then choose **Title Programs Wednesday Café**

# ATTEND TODAY, ACHIEVE TOMORROW

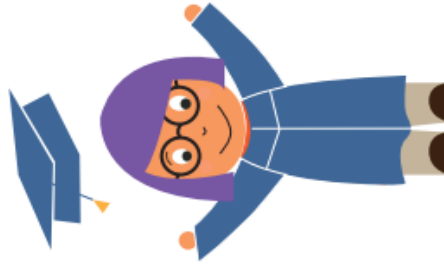
## GOOD SCHOOL ATTENDANCE MEANS...



**ELEMENTARY STUDENTS**  
read well by the  
end of third grade



**MIDDLE SCHOOLERS**  
pass important  
courses



**HIGH SCHOOLERS**  
stay on track for  
graduation



**COLLEGE STUDENTS**  
earn their degrees



**WORKERS**  
succeed in  
their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.



## Help Your Child Succeed in School: **Build the Habit of Good Attendance Early** School success goes hand in hand with good attendance!

### DID YOU KNOW?

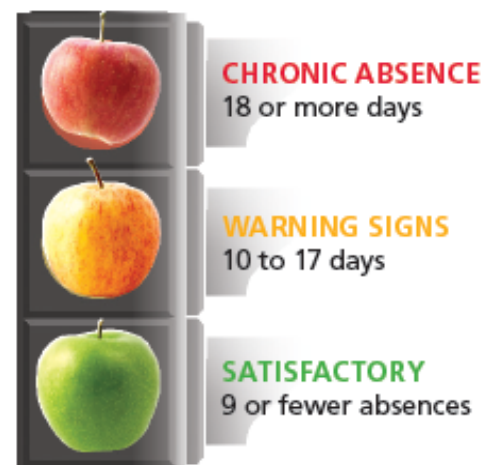
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

**Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.**

### WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

### When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit [attendanceworks.org](http://attendanceworks.org) and [reachoutandread.org](http://reachoutandread.org)



## EL Opportunities - Click for more information

If the link doesn't work, type <http://doe.sd.gov/oess/TitleIIIela.aspx> in your browser.



### Fall 2017 SDDOE EL Professional Development Opportunities

WIDA Screener Training	Workshop for Teachers on Effective Teaching for Students with Limited or Interrupted Formal Education	Workshop for Teachers on Effective Teaching for Students with Limited or Interrupted Formal Education	Dakota TESL Conference	Scaffolding Learning Through Language
August 8				December 5-6
Pierre	October 16	October 17	November 8-9	Sioux Falls
	Watertown	Mitchell	Sioux Falls	Target Audience: EL Teachers and Content Teachers
Target Audience: Test Administrators of the WIDA Screener Assessment	Target Audience: Statewide Title III Consortium members ONLY!	Target Audience: EL Teachers and Content Teachers	Target Audience: EL Teachers and Content Teachers	

### English Learners in your classroom - Things to keep in mind

When you're learning a new language, a "cognate" is an easy word to remember because it looks and means the same thing as a word you already know. For example, *gratitude* in English means the same as *gratitud* in Spanish.

For more information on working with EL students, contact:  
Yutzil Becker: 605-773-4698

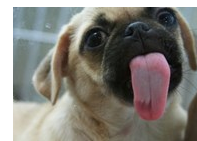
/g/	gallon	galon	
/i/	important	importante	
		*The English short i sound is a shorter version of the Spanish "i" sound: very similar, but pronounced more centrally in the mouth.	

Letter      German      English      graphic

/f/      fisch      fish



/l/      lecken      lick



## WORKSHOP FOR TEACHERS:

**Effective Instruction for Students with Limited or Interrupted Formal Education**

**Workshop for Statewide Title III Consortium members - Oct. 16, Watertown**  
**Workshop for EL and Content Teachers - Oct. 17, Mitchell**

**Topics Include:**

- How Students with Limited or Interrupted Formal Education (SLIFE) are distinct from other ELs and Gen. Ed students
- What a SLIFE program looks like, including learning paths for students (classes, electives, forms of support)
- Practical classroom strategies that set SLIFE up to succeed in academic learning, beginning at emergent literacy level
  - Including strategies that can be used both with Gen. Ed students and ELs and SLIFE, but are custom-suited for SLIFE learning preferences

**Registration:**

Register at [southdakota.gosignmeup.com](https://southdakota.gosignmeup.com)  
There is no cost to attend. 6 contact hours available.



Letter from US Department of Education—Responsibilities to our English Learners

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

## 21st Century Programs

The 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) grant program supports 41 different grants this year covering 64 sites in South Dakota. This is a grant that supports afterschool and summer learning programs.

The programs take place in public schools, private schools, and community based organizations such as Boys and Girls Clubs or YMCAs. An academic component is required and programs focus on developing a strong connection to the schools that their students attend.

More information, and a complete list of the grantees in place for the 2017-2018 school year can be found on our web page:

<http://doe.sd.gov/oatq/21cent.aspx>





# Title I Equitable Services for Private Schools FAQ

## ***What is the role of the ombudsman?***

The ombudsman serves as SD DOE's primary point of contact for addressing questions and concerns from LEAs and Private School Officials regarding equitable services for Title I and Title VIII programs. Title VIII includes Title I Part C, Title II, Title III Part A, Title IV Part A, and Title IV Part B. The ombudsman's primary role is to monitor and enforce the equitable services requirement for Title I and Title VIII.

## ***How should the LEA document any cases of disagreement between the public and private school officials?***

ESSA requires the LEA to provide private school officials written notice of any consultation topic on which agreement was not met.

Documentation should include acknowledgement of the private school's position on the topic and an explanation as to why the LEA is not in agreement and how and why the final decision will serve the students better.

## ***How does an LEA determine the private school share of set-asides such as parent involvement and administrative costs?***

ESSA changed the way LEAs determine the private school set-asides. All set-asides now come from the Private School's equitable share, this includes administration, professional development, and parent engagement, based on the needs of the student's being served.

## ***What is "timely and meaningful" consultation?***

LEAs must hold meetings before any decisions are finalized, including but not limited to services provided to eligible students, transfer of funds, and professional development. LEAs can draft a proposal and suggest a direction but must be willing to listen and engage in dialogue with the Private School's official regarding the needs of the students they serve. Meaningful consultation allows ample time for all parties to express their views.

## ***How has Allocating Funds changed with Title I Equitable Services as amended by the Every Student Succeeds Act?***

The LEA must determine the proportionate share of Title I funds available based on the total amount of Title I funds received by the LEA prior to any allowable expenditures or transfers of funds. This includes the reservations that were previously taken "off the top", such as administration, parental involvement, and professional development. To help determine the proportionate share, SD DOE has provided calculators that can be found on the Title website.

**For more information refer to U.S. Department of Education's Non-regulatory Guidance at**

**<https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>. You can also contact the LEA program representative or the state ombudsman at [Jordan.dueis@state.sd.us](mailto:Jordan.dueis@state.sd.us).**

# BASIC MIGRANT CHILD ELIGIBILITY FACTORS

## AGE

- ☒ The child is younger than age 22. ESEA § 1115(b)(1)(A); 34 CFR § 200.103(a).

## SCHOOL COMPLETION

- ☒ The child is eligible for a free public education under State law. ESEA § 1115(b)(1)(A); 34 CFR § 200.103(a).

## MOVE

- ☒ The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher. ESEA § 1309(2); 34 CFR § 200.81(d), (e), and (f).
- ☒ The move was from one school district to another. ESEA § 1309(2); 34 CFR § 200.81(e).
- ☒ The move was a change from one residence to another residence. ESEA § 1309(2); 34 CFR § 200.81(g).
- ☒ The move was due to economic necessity. ESEA § 1309(2); 34 CFR § 200.81(g).
- ☒ The move occurred within the past 36 months. ESEA § 1309(2); 34 CFR § 200.81(d), (e), and (f).

## PURPOSE FOR THE MOVE

- ☒ One purpose of the worker's move was to seek or obtain qualifying work. ESEA § 1309(2); 34 CFR § 200.81(c), (g), and (i).

## QUALIFYING WORK

- ☒ The worker sought or obtained temporary or seasonal employment in agricultural or fishing work. ESEA § 1309(2); 34 CFR § 200.81(a), (b), (j), and (k).

Note: Important child eligibility terms such as "agricultural work," "fishing work," "in order to obtain," "migratory child," "move or moved," "seasonal employment," and "temporary employment," are defined in 34 CFR § 200.81, which you may access at <http://www.ed.gov/legislation/FedRegister/finrule/2008-3/072908a.html> and <http://www.gpoaccess.gov/nara/index.html>.

## Reference List

Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C. §§ 6301 *et seq.*

34 Code of Federal Regulations (CFR) §§ 200.81-200.89; 73 *Fed. Reg.* 44102 (July 29, 2008).

# September 30, 2017

## DEADLINE for GMS submission

Administrators, Business Managers, Title I Program Coordinators:

Just a reminder: **all** parts of the Grant Management System must be submitted by September 30, 2017! This includes the Central Data Collection, the Comprehensive District Academic Improvement Plan section (including the new LEA Plan), schools sections for each Title I program offered in the district, either Targeted Assistance or Schoolwide (the Schoolwide section(s) must include an updated SW plan.), and the Consolidated Application. For those working in this system, please double check that all sections have been created and completed.

<https://sddoe.mtwgms.org/SDDOEGMSWeb/logon.aspx>

### Better Questions, Better Data, Better Results

9/25 Sioux Falls

9/26 Watertown

9/27 Aberdeen

9/28 PIERRE

9/ 29 Rapid City

**Workshop Description:** Why are my boys in the middle grades not performing as well as the girls in ELA? Are my students on IEPs making growth? Why did so many of my elementary students get a zero for the Smarter Balanced writing prompt? What can I do to improve the progress of my English learners so they are proficient? The Division of Accountability Systems workshop, *Better Questions, Better Data, Better Results*, is designed to analyze trends seen in accountability and assessments that can help spark districts' own data analyses. Strategies being used by the Division to dig deeper into the data will be shared with opportunities for participants to begin to formulate strategies for answering local questions, while understanding the interplay of the various indicators and data systems available and finding out where to go for help. Time also will be spent reviewing the changes in how data, including assessment data, will be used for accountability as part of the new ESSA report card. Register at: <https://southdakota.gosignmeup.com/public/calendar>

Jan Martin, Director Office of Assessment  
605-773-3246